
Washington 1 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Washington
Grade	1 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Washington State Learning Standards
Issuing agency	Washington Office of Superintendent of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Needs and Wants

Unit 3: Needs, Wants and Money · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is the difference between what I need and what I want?
Standards	Using Money for Goods and Services -> C4.1.3, E1.1.1, E1.1.2 — 3 standards; full text in the standards table
Learning target	"I can tell the difference between a need and a want."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain the concept of using money to acquire goods and services to satisfy needs and wants.
- Students will distinguish needs from wants.

Success criteria (student-friendly)

- "I sort items."
- "I explain my sorting."
- "I accept that some are tricky."

Academic vocabulary

need, want, goods, services, money

Materials and technology

- Picture cards
- Sorting mats
- Chart paper
- Play money
- Recording sheets

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Product: child sorts items into needs and wants with reasons.

Family communication

Sort a shopping list into needs and wants together.

Day 41 — Things We Must Have

Week 9, Day 1 · Unit 3 · Standards: C4.1.3, E1.1.1, E1.1.2

Focus	Needs.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: living things. Teach: needs are essential. Explore: identifying. Apply: sorting. Reflect: term charted.

Check for understanding

Student identifies a need.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Things We Would Like

Week 9, Day 2 · Unit 3 · Standards: C4.1.3, E1.1.1, E1.1.2

Focus	Wants.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: needs. Teach: wants are not essential. Explore: identifying. Apply: sorting. Reflect: contrast drawn.

Check for understanding

Student identifies a want.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — The Tricky Ones

Week 9, Day 3 · Unit 3 · Standards: C4.1.3, E1.1.1, E1.1.2

Focus	Ambiguous cases.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: both terms. Teach: some depend on circumstances. Explore: discussing. Apply: reasoning. Reflect: nuance accepted.

Check for understanding

Student explains why an item could be either a need or a want.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Goods and Services

Week 9, Day 4 · Unit 3 · Standards: C4.1.3, E1.1.1, E1.1.2

Focus	Two kinds of purchase.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: buying. Teach: things versus work done for us. Explore: sorting. Apply: classifying. Reflect: terms charted.

Check for understanding

Student distinguishes a good from a service.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Paying for What We Choose

Week 9, Day 5 · Unit 3 · Standards: C4.1.3, E1.1.1, E1.1.2

Focus	Money as means of exchange.
Learning target	"I can tell the difference between a need and a want."
Vocabulary in use	need, want, goods
Local date	_____

Learning sequence

Connect: goods and services. Teach: money buys both. Explore: role-play. Apply: purchasing. Reflect: function named.

Check for understanding

Student explains that money is used to obtain goods and services.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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